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ABSTRACT

This annual report includes an introduction on preparing a world-class work force, and three major sections. The first section provides statistics on 1988-89 vocational education enrollments in California by ethnicity, gender, program type, service area, and special need category. The second section provides brief descriptions of the vocational education service area programs: agricultural education, business education, health careers, home economics education, industrial and technology education, and marketing education. The third section describes efforts to meet special needs. Brief descriptions of the special needs program; sex equity and single parent and homemaker programs; criminal offenders program; career guidance program; work experience education program; and the planning, legislation, and articulation are provided. (CML)

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Focus On Excellence

Implementing the New Curriculum

Annual Performance Report for Vocational Education in California, 1988-89

Prepared under the direction of
William A. Popkes, Consultant
Career-Vocational Preparation
Fiscal and Accountability Section

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1990

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Preparing a World-Class Work Force

The future economic prosperity of California and its populace will be directly attributable to our ability to properly prepare a quality work force made up of individuals who are able to compete in a global marketplace. California's vocational education programs are in the process of redirection, restructuring, and revitalization to better serve a diverse clientele and to accommodate and meet the technological needs of today and the emerging needs of tomorrow.

The ability of California to lead and fully participate, rather than to react to change, has been made possible by the Carl D. Perkins Vocational Education Act funds. These funds have been more than a catalyst for change; they have helped California to better provide quality vocational education programs and services to expanded numbers of students and clients.

We are pleased with our directions and progress so far, and we fully appreciate the reality that our efforts toward change and reform in vocational education must become an ongoing and continuing process. Any and all successes have only been possible because of the cooperative partnerships forged between all individuals, public and private agencies, associations, and business and industry at the local, state, and national levels.

This report provides pertinent data and highlights some of California's efforts and successes of the past year.

James T. Allison
State Director of
Career-Vocational
Education

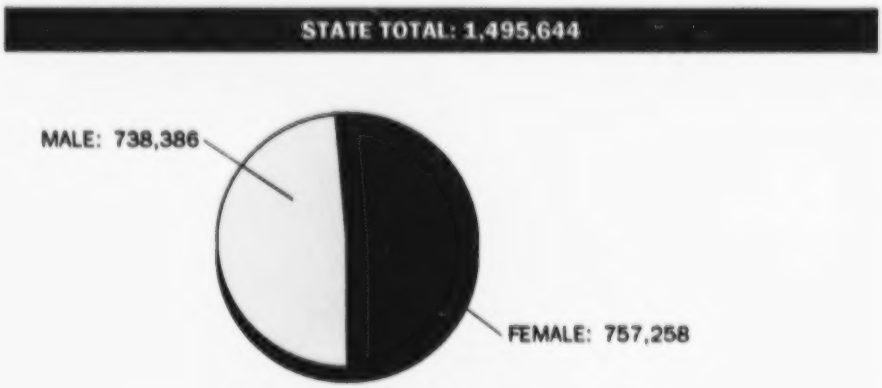
Making Contact

Career-vocational education and employment are basic rights, and every individual, regardless of race, religion, national origin, sex, disability, or economic status, is entitled to an opportunity to be prepared for work.

Roland Boldt
Administrator
Fiscal and
Accountability
Section

The data reflect delivery systems that impact the lives of both youth and adults of all ages. California vocational education is reaching out, making contact, and serving an increasingly diverse population.

Vocational Education Enrollment in High School, Adult Education, and Regional Occupational Centers and Programs, by Gender, 1988-89



Type of enrollment	*Total*	*Male*	*Female*
High School	937,007	514,699	422,308
Adult Vocational Education	190,147	49,938	140,209
Regional Occupational Centers and Programs	368,490	173,749	194,741

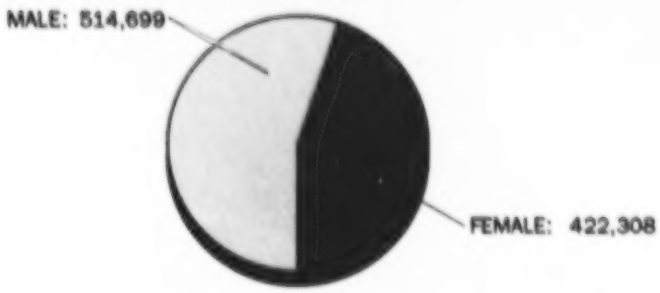
Vocational Education Enrollment in High School, Adult Education, and Regional Occupational Centers and Programs, by Secondary and Adult, 1988-89

STATE TOTAL: 1,495,644

Type of enrollment	*High school*	*Adult*
High School	937,007	0
Adult Vocational Education	0	190,147
Regional Occupational Centers and Programs	203,184	165,306

Enrollment in High School Vocational Education Programs, 1988-89

STATE TOTAL: 937,007

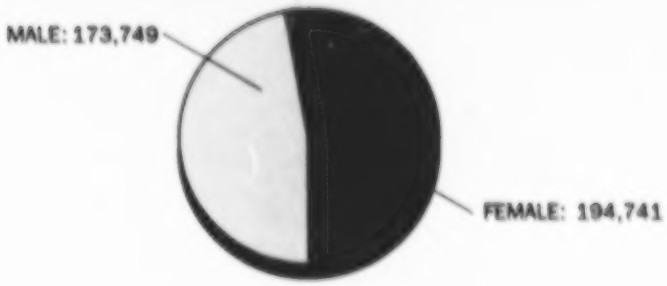


Program	*Total*	*Male*	*Female*
Agriculture	41,664	27,392	14,272
Business-Marketing	6,084	2,489	3,595
Health Career	1,984	643	1,341
Consumer and Homemaking	196,058	62,156	133,902
Home Economics Related Occupations	13,370	3,633	9,737
Business-Office	293,364	113,067	180,297
Industrial-Technology	335,925	281,109	54,816
Work Experience Education	48,558	24,210	24,348

Source: *CBEDS Data Collection, October, 1988, PAIF,* "Enrollment in Vocational Classes, 1988-89."

Enrollment in Regional Occupational Centers and Programs, 1988-89

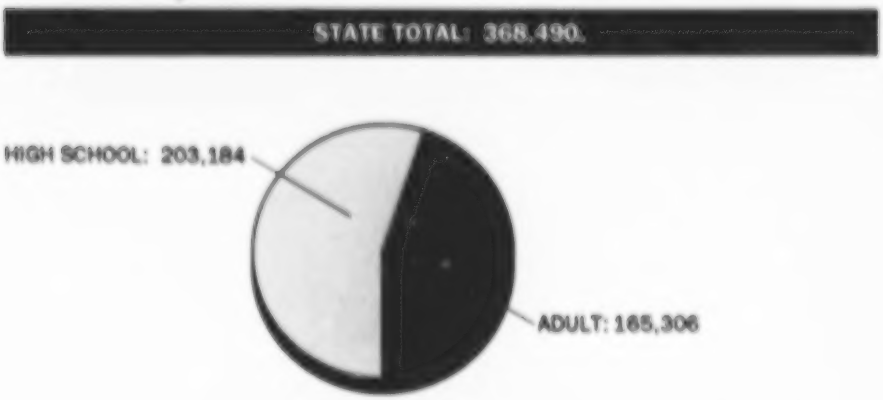
STATE TOTAL: 368,490



Program	Total	Male	Female
Agriculture	13,167	8,509	4,658
Business-Marketing	49,794	15,272	34,522
Health Careers	27,284	5,836	21,448
Home Economics Related Occupations	23,629	7,097	16,532
Business-Office	111,085	26,433	84,652
Industrial-Technology	143,531	110,602	32,929

Source: *VE-80B, ROC/P Annual Enrollment Report, FY 1988-89*, Report No. 3, "Report of ROC/P Course Enrollment Totals, by Ethnicity," December 13, 1989.

High School* and Adult Enrollments in Regional Occupational Centers and Programs, 1988-89



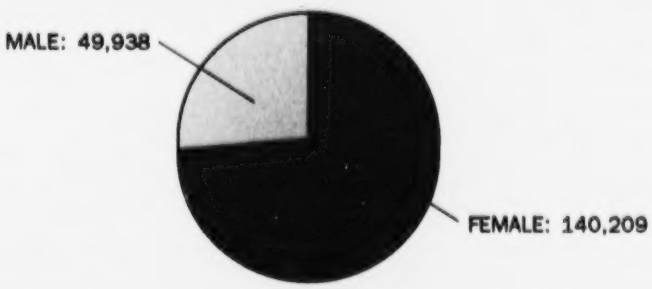
Program	Total	High School	Adult
Agriculture	13,167	9,612	3,555
Business-Marketing	49,794	33,860	15,934
Health Careers	27,284	8,458	18,826
Home Economics Related Occupations	23,629	18,667	4,962
Business-Office	111,085	52,210	58,875
Industrial-Technology	143,531	80,377	63,154

Source: *VE-808, ROC/P Annual Enrollment Report, FY 1988-89*, Report No. 3, "Report of ROC/P Course Enrollment Totals, by Ethnicity," December 13, 1989; and Report No. 4, "Report of ROC/P Course Enrollment Status Totals," December 14, 1989.

* Calculated estimates based on concurrent/nonconcurrent rates applied to annual enrollment totals by program.

Enrollment in Adult Vocational Education Programs, 1988-89

STATE TOTAL: 190,147

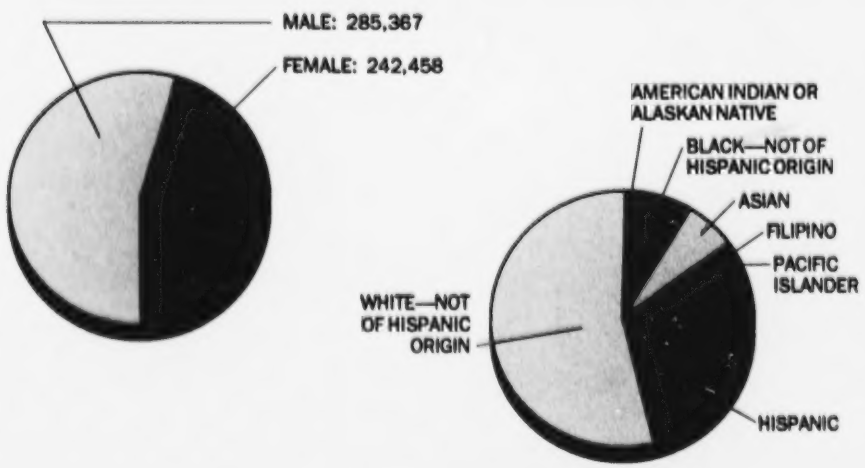


Program	*Total*	*Male*	*Female*
Agriculture	1,429	721	708
Business-Marketing	8,469	4,678	3,791
Health Careers	11,529	2,151	9,378
Home Economics Related Occupations	9,036	5,136	3,900
Business-Office	147,579	27,773	119,806
Industrial-Technology	12,105	9,479	2,626

Source: *VE-81B, Adult Education Vocational Program Annual Enrollment Report, FY 1988-89*, Report No. 4, "Adult Education Vocational Program Courses State Totals, by CBEDS Code," November 9, 1989.

Enrollment in High School Vocational Education Programs, by Ethnicity and Gender (Unduplicated Count), 1988-89

STATE TOTAL: 527,825*



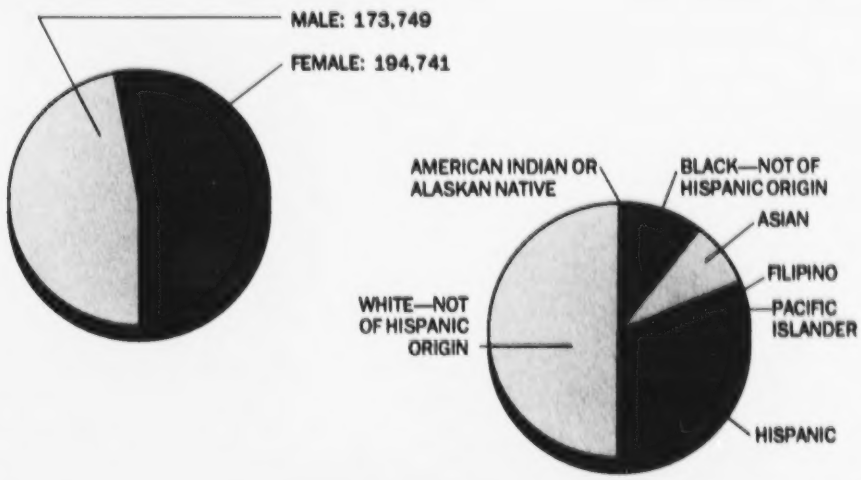
Ethnicity	*Total*	*Male*	*Female*
American Indian or Alaskan Native	5,222	2,866	2,356
Asian	33,827	18,672	15,155
Pacific Islander	3,266	1,719	1,547
Filipino	11,594	6,275	5,319
Hispanic	146,625	77,025	69,600
Black—Not of Hispanic origin	38,564	19,866	18,698
White—Not of Hispanic origin	288,727	158,944	129,783

Source: *CBEDS Data Collection, October, 1988, SIF,* "Vocational Education Enrollment in California Public Schools, by Ethnic Group and by Sex, 1988-89."

*Grades nine through twelve only, unduplicated count.

Enrollment in Regional Occupational Centers and Programs, by Ethnicity and Gender, 1988-89

STATE TOTAL: 368,490



Ethnicity	*Total*	*Male*	*Female*
American Indian or Alaskan Native	6,371	3,696	2,675
Asian	28,263	14,711	13,552
Pacific Islander	4,038	2,134	1,904
Filipino	9,122	3,880	5,242
Hispanic	105,354	48,909	56,445
Black—Not of Hispanic Origin	30,295	12,740	17,555
White—Not of Hispanic Origin	185,047	87,679	97,368

Source: *VE-80B, ROC/P Annual Enrollment Report, FY 1988-89*, Report No. 3, "Report of ROC/P Course Enrollment Totals, by Ethnicity, State Total," December 13, 1989.

Vocational Education Services to Special Needs Students, 1988-89

STATE TOTAL: 246,517

Handicapped Students Served	**42,318**
Mainstreamed	37,349
High school*	29,228
Adult Education**	3,111
In special class	4,969
ROC/Ps***	9,979
Disadvantaged Students Served	**171,633**
Mainstreamed	166,334
High school*	132,463
Adult Education**	16,972
In special class	5,299
ROC/Ps***	22,198
Limited-English-Proficient Students Served	**32,566**
Mainstreamed	31,869
High school*	17,425
Adult Education**	5,372
In special class	697
ROC/Ps***	9,769

*_SDE 101-A3, Claim for Reimbursement of Federal Vocational Education Funds_, "Expenditure Schedule A3, Special Needs Student Enrollment, 1988-89."

**_VE-81B, Adult Education Vocational Program Annual Enrollment Report, FY 1988-89_, Report No. 2, "Adult Education Vocational Program Enrollment of Special Needs Students," November 8, 1989.

***_VE-80B, ROC/P Annual Enrollment Report, FY 1988-89_, Report No. 2, "ROC/P Annual Enrollment of Special Needs Students," December 13, 1989.

Enrollment in California Youth Authority Vocational Education Programs, 1988-89*

STATE TOTAL: 3,872

California Youth Authority Institutions	*Total*	*Male*	*Female*
O.H. Close School	460	460	0
Karl Holton School	160	160	0
DeWitt Nelson School	342	342	0
Preston School	504	504	0
El Paso de Robles School	378	378	0
Fred C. Nelles School	288	288	0
Ventura School	540	356	184
Youth Training School	1,200	1,200	0

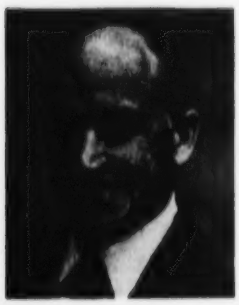
Note: These data are not included in the state total for vocational education program enrollment.

* Average annual enrollment.

Ensuring Excellence

Career-vocational education is an integral part of the comprehensive elementary and secondary educational systems and is committed to quality, excellence, and accountability.

Today there is much more to agriculture than work on the farm or ranch. We must prepare students to be agriculturists in the broadest sense.



Warren Reed
State Supervisor

Agricultural Education

Although there was an overall decrease in high school enrollments generally, enrollments in agricultural education classes increased by 6 percent in 1988-89. This increase reflects a growing recognition of the fact that career opportunities in agriculture are not limited to work on the farm or ranch. In fact, fewer than 15 percent of the students who are enrolled in agricultural education classes live on farms or ranches.

The academic goal of the agricultural education program is to produce agriculturists who have a broad frame of reference and the skills necessary to move into any area of agriculture. The planned sequence of high school courses includes plant production, animal production, and agricultural business management, and each course is correlated with the science of which it is a part. In addition, students take part in a supervised occupational experience by completing a project outside of class that is related to their career goal. Students may devise their own project or work in an agricultural setting.

The program works closely with the California Agricultural Teachers Association (CATA), which draws members from both high school and college programs. The FFA (Future Farmers of America) is an integral part of instruction. In fact, the assistant state supervisor for agricultural education acts as adviser to the FFA, and regional staff members serve as advisers in their regions.

To develop and maintain a professional pool of instructors, the state contracts with the teacher training programs at universities and schedules several in-service training sessions throughout the year, culminating in the annual Sequoia Leadership Conference in the fall.

Two major concerns of the agricultural education program are to attract more ethnic, disadvantaged, and handicapped students and to expand the international perspective of the program.

A testament to the quality of the state's agricultural education program lies in the fact that since its inception in 1986, the award for the Agriscience Teacher of the Year, granted by the FFA, has been won by a California teacher.

Everybody talks about excellence. We set out to define it. If a program meets our criteria for excellence, it is indeed an excellent program.

Business Education

An important achievement of California's business education program in 1988-89 was the implementation of a system to certify excellent business programs. After developing criteria against which programs can be assessed, the State Department of Education worked with 117 sites in preparing their business programs to meet the criteria. In this first year of operation, five programs were certified. The certification concept extends to each student's achievement also. Students who pass employability tests in a business education course receive a certificate signed by a representative of the Department and the Industry Education Council. This certificate can be a definite advantage in the student's search for a job.

To meet the goals of the certification process, we must have programs that are better organized, teachers who are better prepared, and students who are better qualified for the jobs they seek. To identify the standards and criteria that business courses ought to meet, the Department works closely with business and industry, with endorsement coming from the Industry Education Council of California.

In one of the more successful business programs, interactive videos have been used to teach basic literacy and computation to at-risk students. Developed by IBM, the PALS (Pregnant and Lactating Students) Program has been implemented successfully at four sites throughout California. The San Bernardino regional occupational program, one of the sites, rose from about thirtieth place to fifth place in tests of its students' literacy levels.

Another outstanding success of the business education program has been its leadership training program. Of the 63 vocational education teachers and administrators who went through the program in the first three years, half have earned promotions in their field.

Gary Thompson
Program Manager

The key to a successful health careers program is preparing teachers for their jobs.

Beverly Campbell
Program Manager

Health Careers

One of the top priorities of the health careers program is attracting health career professionals into the Health Careers Teacher Preparation Program at California State Polytechnic University, Pomona. Begun eight years ago, the program this year enrolled 52 students preparing to teach a variety of health-related classes, including medical and dental assisting, nursing occupations, and emergency medical care. Candidates for the program require five years of work experience. In addition to classes at Cal Poly School of Science, students receive one week of intensive training for life in the classroom. They gain experience in using lesson plans and teaching methods with students from a variety of cultural and language backgrounds. During the past year, the program has begun to show results: the vocational education student of the year and the three students awarded scholarships all had teachers who had completed this program.

Another innovative and successful program has been the geriatric technician program, begun in 1987-88. After at least one year as a nurse's aide, a candidate for this 850-hour program is trained to work in long-term geriatric care homes. The certification process for this specialty already has begun.

Like teacher preparation, in-service training for teachers is a vital component of the health careers program. Training for 135 teachers took place at six sites during 1988-89. In addition to sessions on health care trends and issues, "educlinics" featured workshops on critical thinking, self-esteem, and legal ethics. Teachers also are trained to serve as mentors to their peers. Ten sessions in 1987-88 emphasized serving the disadvantaged and LEP students.

To interest and inform students in the wide array of health careers, the course Introduction to Health Careers was expanded to 13 sites. In addition, a variety of promotional materials was developed to disseminate information about the health field, such as posters and information cards that include descriptions and vital statistics on such careers as physical therapy, nursing, and medical assisting. These are regularly disseminated to over 900 counselors in the state.

A handbook of successful teaching practices has been completed. It will be distributed at the educlinics where teachers can share their methods for dealing with problems that may arise in the classroom.

The goal of home economics education is to teach students the skills for living and earning a living.

Home Economics Education

Instructional programs in home economics prepare students to use a variety of occupational skills—at home and on the job. Consumer and Homemaking Education (CHE) prepares students for the universal occupation of homemaker through such courses as child development, consumer education, and family living. Through the Home Economics Related Occupations (HERO) program, young men and women prepare for paid employment in child care, food services, fashion, home furnishings, or human services. Both programs provide opportunities for students to continue their interests and training through higher education.

The goal of both teacher education and in-service training activities is to develop a corps of home economics educators who know their field and can effectively teach what they know. To this end, a task force of teacher educators, administrators, and practitioners has been at work to develop competencies for a core curriculum for home economics teachers. In addition, with over 30 in-service activities throughout the state to choose from in 1988-89, home economics teachers had ample opportunity for continuing education. To address the shortage of home economics teachers, the in-service training office's successful job bank, begun three years ago, matches qualified personnel with local educational agencies.

To implement newly developed CHE curriculum standards for the middle grades, 19 model sites were funded throughout California. And in keeping with recent interest in articulation with elementary grades, parenting education modules were developed for use in K-6 classrooms by high school students working under teacher supervision. Another cross-age project was implemented in Hayward, where students had the opportunity to work with community agencies that serve the aged.

HA-HERO, with its 5,000 members in 254 schools, continues to provide a forum for competitive activities and leadership development. With guidance from local teachers and the financial support of business and industry, FHA-HERO activities expand, enrich, and reinforce classroom learning. The success of California students in national competitions is a testimony to the value of this organization to the state's home economics program.

Janice DeBenedetti
Program Manager

Chris Almeida
Program Manager

Industrial and Technology Education

One way to gauge recent trends in industrial and technology education is to scan the spring, 1989, catalog of regional workshop offerings in technology education. Listed alongside sessions on wood carving and basic electricity are those on computers in construction and desktop publishing. As the computer has revolutionized industry and technology, vocational programs have adapted to the changing needs of students and employers.

The model curriculum standards and framework developed in response to California's reform movement continue to be implemented. As the new standards address new technologies, teachers and administrators are being retrained through either on-site instruction or regional workshops. In 1988-89, 60 model sites were established where teachers were trained to implement the new standards. Thus, teachers will be able to teach both manual and computer processing in subjects such as drafting, graphics, and electronics.

Also in keeping with the expanded scope and substance of industrial and technological education, the course that was begun two years ago as a pilot project was expanded in 1988-89 to six sites. This course, Principles of Technology, presents physics from an industrial and technological vantage point. Developed by the Agency for Industrial Technology and the Center for Occupational Research and Development, this course was designed to prepare students for technical careers and to satisfy the high school physical science requirement.

Because of the fast-changing nature of modern industry and technology, in-service training of vocational teachers is no longer an enhancement; it is a necessity. To keep teachers abreast of these changes, a wide spectrum of workshops and conferences is offered, coordinated by California State University, Los Angeles, and presented at several locations in the state. The sixtieth annual state conference held in March, 1989, focused on improving curriculum and framework implementation.

The challenge in our program is to keep pace with the dynamic changes taking place in industry and technology.

To help industrial and technology educators accommodate students with special needs, project MERGE continues to provide information, materials, and services directly to the classroom teacher through 20 trained peer consultants. And to meet the special needs and interests of instructors in manufacturing, drafting, and construction, new organizations were formed that serve as a means of communication with the State Department of Education.

As in past years, the achievements of the state's industrial technology program are most evident in the entries—from photography to electronics—at the California State Fair. Among the fair's most popular exhibits, these entries attract 750,000 people who appreciate the fine workmanship of the vocational education students and teachers represented.

Today's marketing education program in California prepares students for upward mobility in marketing occupations.

Doug Mahr
Consultant

Marketing Education

Marketing is one of the top three most popular fields of employment, and the goal of the marketing education program is to prepare students for the broad spectrum of jobs in this field and to show them that there is much more to marketing than retailing. No longer satisfied to prepare students for entry-level employment, marketing educators in California now teach skills for upward mobility in marketing occupations.

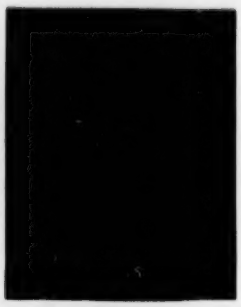
In fiscal year 1988-89, a major expenditure of funds and energy went into recruitment. To attract more of the large numbers of students who become college business majors, the State Department of Education has devised new courses—such as small business management—and modified existing ones to more closely meet the needs and interests of college-bound students. To communicate the changes that have taken place in marketing education, the Department has developed an array of promotional materials, such as book covers, fliers, and stickers with identifiable logo and colors. A quarterly journal disseminates information on program changes to teachers, administrators, and business and industry representatives.

As part of the business education program, marketing education has been greatly involved in the certification process. In fact, the first business program in California to earn certification was a marketing program. Other achievements include the selection of Kearny Senior High School in San Diego as having one of the top three marketing education programs in the country and an innovative agreement between a San Francisco high school and the Southland Corporation that will see marketing students operating a Seven-Eleven Food Store to be located on campus.

Meeting Special Needs

Career-vocational education must provide increased opportunities to meet the needs of those segments of the population that are currently underserved or underrepresented.

All people need to be prepared to work. We have to take full advantage of our special needs population.



Peggy Olivier
Consultant

Special Needs

The underlying principle of the special needs unit is that educators have the knowledge to prepare all students—including the disadvantaged, the handicapped, or those at risk—to play socially acceptable roles in society and that career-vocational education is essential in this preparation. One way that this belief is acted on is through the Vocational Education Resource System (VERS). Since 1983, VERS has been an invaluable resource for local school districts throughout California. At the request of the districts, VERS consultants provide on-site technical and planning assistance in meeting the needs of handicapped, disadvantaged, and limited-English-proficient students. The results of an evaluation of VERS activities during the last two years were extremely favorable: 93 percent of the site coordinators interviewed rated the quality of VERS planning services as either good or excellent, and 95 percent of school sites rated the quality of VERS technical assistance as either very helpful or very relevant.

With an eye to the future, the report *Preparing Them All* was published in 1989. This is a comprehensive look at social, economic, and employment trends and the direction career-vocational instruction for special needs students must take. Work has already begun on some of the report's recommendations, which focus on preparing all educators to recognize and effectively serve special needs populations.

A crucial aspect of the special needs unit is staff development. Over 1,200 teachers were trained in teaching strategies that they can use in their classrooms. Regional workshops were held throughout the state and at the eighth annual statewide training conference cosponsored by the special needs and vocational equity units. The focus of this conference, like that of much staff training in general, was on the whole school approach to serving students with special needs and different learning styles.

The new objectives, based on model curriculum standards, have been implemented at eight model sites for three years with many favorable results. An important outcome is that success does not always seem to correlate with high costs. For example, the attitude of school principals was a significant factor in the successful implementation of recommended changes.

Our goal has been to establish a statewide network to eliminate sex bias and sex stereotyping in vocational education.

Connie Gipson
Consultant

Sex Equity/Single Parent-Homemaker Program

California's Sex Equity/Single Parent-Homemaker Program has several functions: (1) it provides technical assistance to local educational agencies and to community organizations and businesses; (2) it evaluates the effectiveness of vocational education programs in eliminating sex stereotyping and bias and in recruiting women and underserved populations into high technology; and (3) it analyzes and disseminates data on new occupations and activities that could lead to economic self-sufficiency for women. While encouraging traditional support services such as child care and networking among community organizations, the program also uses technical assistance contracts to sponsor activities such as math and science conferences for young women, nontraditional career fairs, and mentoring and job shadowing.

Several projects have been established within the Sex Equity/Single Parent-Homemaker Program to carry out its goals. Project TIDE (Toward Individual Development Through Equity) is the equity program's in-service training resource. In 1988-89 TIDE administrative staff trained 2,076 personnel from local educational agencies in the importance of sex equity programs as a factor in educational success. Participants were introduced to innovative instructional strategies and audiovisual products aimed at single parents and displaced homemakers and to methods of eliminating gender and cultural bias in student assessments. New workshops were presented on topics such as women's historical contributions, sexism in adolescent males, and transition in vocational education programs.

Project TEAM (Together Everyone Can Ascend Mountains) provides technical assistance for California's vocational equity network. During the past year, TEAM consultants provided on-site assistance to hundreds of school districts; community agencies; and business, industrial, and agricultural organizations serving single parents and homemakers. Assistance took several forms. Local educational and community organizations were trained to assess sex equity and single parent needs, to ensure fiscal accountability, and to avoid duplication of activities. Strategies were employed to encourage women to enroll in math, science, and apprenticeship programs. TEAM staff also

assisted the Department of Education in curriculum development.

The Pasadena LADIES project was established to publicize the needs of displaced homemakers for training and support services. Involved in this project are wives of Hollywood entertainers. They give presentations throughout the state and encourage media coverage of the issue. Through this project, "people in transition" are made aware of the grants and resources available to them on their way to economic self-sufficiency.

Project CIRCLE (Circulating Information, Resources, and Curriculum for Living Equally) is the primary research and resource development center for the vocational equity network. In 1988-89 over 4,000 requests for information were satisfied through CIRCLE's print, audiovisual, and database libraries. Funds have been requested for an even more comprehensive research center. Project Serve, if approved, will provide information on a wide variety of issues, including exemplary programs for high-risk youth and families and follow-up on student achievements.

A staff of well-trained vocational education instructors can help prepare inmate students for a productive life outside the institution.

Criminal Offenders

The primary goal of this program is to provide inmates with skills to help them become productive members of society. In meeting this goal, the emphasis has been to improve the technical skills and the teaching skills of institutional vocational education staff. In 1988-89 almost 70 percent of staff participated in workshops or conferences sponsored either by the State Department of Education or by industry. In addition, instructors who teach the same classes have participated in successful "like trade" workshops. This year, for example, welding instructors met to update the curriculum and to begin the process of acquiring certification of the program by outside organizations such as the American Welding Society. Also, the highly successful trade visitation program allows members of the teaching staff to visit industry sites to keep current with changes in the field.

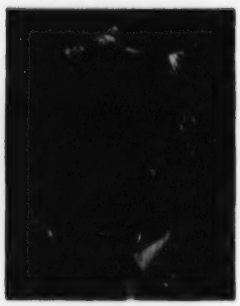
In addition to updating or implementing programs such as landscaping, culinary arts, and construction technology, this unit also has been involved in implementing the model curriculum standards that are part of the state's educational reform. These standards address not only career-vocational skills but also academic excellence.

One of the most successful projects of the past year addressed career guidance and counseling. With the participation of vocational counselors, teachers, librarians, and administrators, a career workshop was presented that focused on jobs for the twenty-first century. Applying the information and strategies presented in the workshops, institutional personnel assessed their own career-guidance programs and developed appropriate plans.

Through a program begun in 1988-89, students are able to gain on-the-job experience in such fields as animal grooming and customer service. For example, students are able to earn $5 per hour as flight reservation clerks for an airline while they learn how a large company is run and what skills are required of individual employees. These and other cooperative programs with private industry help to prepare inmate career-vocational students for a productive life outside the institution.

John Pennington
Administrator
Career-Vocational Education
California Youth Authority

An integral part of the state's reform movement is a plan for effective guidance and counseling.



Paul Peters
Consultant

Career Guidance

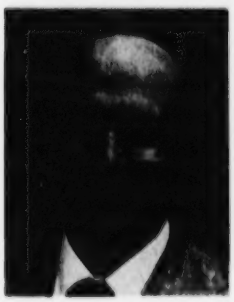
As part of the systemwide development and dissemination of the state's model curriculum standards, a guidance and counseling planning guide was published in October, 1988. This document, along with recently published national guidelines and the Individual Career/ Academic Plan (ICAP), is intended to provide guidance counselors with a planning process for effecting systematic reform and change in their guidance programs. To prepare guidance counselors for changes in curricula and in guidance programs, workshops for almost 500 counselors and career center technicians were held around the state.

To test the occupational skills and abilities of high school juniors and seniors, California high schools may take advantage of the Armed Services Vocational Aptitude Battery (ASVAB). Administered at no cost to school districts, the tests provide an in-depth breakdown of students' skills and abilities. Students and counselors may also take advantage of a computer network of college and career information that combines local, state, and national data.

Exchange programs offer a cooperative means of self-improvement.

Work Experience Education

Educational reform in California has left its mark on the career-vocational education's work experience program. As model curriculum standards are being implemented, an exchange program also has been developed to help training coordinators review each other's programs and then devise self-improvement plans. In the exchange program experienced teachers help less experienced teachers through a day of on-site training.



John Iskra
Administrator

Allan Holmes
Consultant

Planning, Legislation, and Articulation

Nineteen eighty-nine saw the completion of the California Plan for Career-Vocational Education, a response to changes influencing education today—changes in technology, demographics, and social values. Created jointly by the State Department of Education and the Chancellor's Office, California Community Colleges, the plan establishes the unifying mission for career-vocational education in California, identifies issues and goals, and establishes major priorities for program implementation at both the state and local levels. The plan was written by representatives from each of the six levels it addresses: K–5; 6–8; 9–12; ROC/P; adult; and community college. The plan suggests specific strategies that local districts might adapt to implement the goals of the plan.

Another focus of planning for career-vocational education has been the California School Leadership Academy (CSLA), a three-year program to train administrators or aspiring administrators to become more effective leaders. The Career-Vocational Education Division's role in working with the CSLA is to have career-vocational education included and addressed as are the other curricular disciplines in the K–12 educational system. This emphasis includes (1) a recognition of the appropriateness and need for quality career-vocational education courses that are an integral part of the total curricular offerings; (2) an awareness of the C-VE model curriculum standards and program frameworks and how these can be used to improve the quality of programs and services; (3) an understanding of the C-VE program quality criteria and how to determine which of these quality criteria are being met by the programs; and (4) an understanding of the resource materials and technical assistance that are available to help local schools during their program improvement efforts. Beginning in 1990, this kind of information will be included in the CSLA training program for administrators.

Another priority of the Career-Vocational Education Division has been articulation—the coordinated process of ensuring students a smooth transition from high school to college-level vocational education programs. The articulation process helps to eliminate unnecessary duplication of programs and services and to maximize joint

The California Plan for Career-Vocational Education is a response to changes influencing education today—changes in technology, demographics, and social values.

planning between educational levels as well as sharing of resources. By permitting students to move through the educational levels with a minimum of disruption and repetition, these articulation efforts may, in fact, encourage at-risk students to stay in the education system for a longer period of time and increase their opportunities of career success. Beginning in 1986, 21 career-vocational education articulation projects have been funded jointly by the State Department of Education and the Chancellor's Office of the California Community Colleges. The different stages of the projects included (1) the development of an articulation model; (2) the implementation of the model; (3) the institutionalization of that model; and (4) the expansion of efforts to include additional program and discipline areas. Future plans call for a longitudinal study of the programs and students that were a part of the projects' efforts. In addition, the most successful sites will be selected as demonstration sites where ideas and materials developed as a result of the joint career-vocational education project can be shared.

Publications Available from the Department of Education

This publication is one of over 600 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

ISBN	Title (Date of publication)	Price
0-8011-0271-5	Academic Honesty (1986)	$2.50
0-8011-0722-9	Accounting Procedures for Student Organizations (1988)	3.75
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0-8011-0748-2	California School Accounting Manual (1988)	8.00
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0-8011-0488-2	Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools (1987)	5.00
0-8011-0760-1	Celebrating the National Reading Initiative (1989)	6.75
0-8011-0777-6	The Changing Mathematics Curriculum: A Booklet for Parents (1989)*	10 for 5.00
0-8011-0241-3	Computer Applicati[illegible] Planning (1985)	5.00
0-8011-0823-3	Coordinated Compli[illegible]e Monitoring Review Manual, 1989-90 (1989)	6.75
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0-8011-0833-0	Directory of Microcomputer Software for School Business Administration (1990)	7.50
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0-8011-0710-5	Family Life/Sex Education Guidelines (1987)	4.00
0-8011-0804-7	Foreign Language Framework for California Public Schools (1989)	5.50
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0-8011-0250-2	Handbook on California Education for Language Minority Parents—Chinese/English Edition (1985)‡	3.25
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*The price for 100 booklets is $30; the price for 1,000 booklets is $230.

†Videocassette also available in Chinese (Cantonese) and Spanish at the same price.

‡The following editions are also available, at the same price: Armenian/English, Cambodian/English, Hmong/English, Japanese/English, Korean/English, Laotian/English, Pilipino/English, Spanish/English, and Vietnamese/English.

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